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ABSTRACT

The "Epistle" is the publication forum of Professors of Reading Teacher Educators, a special-interest group of the International Reading Association. The topic considered in this issue is alternatives or positive approaches for dealing with current concerns in graduate education in reading. In "Speculations on the Management of Retrenchment in Education," Joan Nelson suggests methods for reviewing and redirecting the focus of graduate training in reading to involve regional educators. In "Preparing Teacher Educators in Reading" Richard Allington suggests revised course work and lists available resource materials for use in a program of systematic preparation for college teaching. "Preparing Graduate Students to Publish," by Lee Mountain is a description of a course in publication skills for graduate students. Job Report lists positions available to doctoral and masters degree holder in the field of reading. (MKM)

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EPISTLE

The Publication Forum of
Professors of Reading Teacher Educators
A Special Interest Group of the
International Reading Association

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Speculations on the Management of Retrenchment in Education

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Recent cutbacks in the support of education by both the federal government and by some state legislatures have profound implications for programs in Reading Education, especially at the graduate level. Taken together with a recession economy, a diminishing job market, and a decline in enrollment, these cutbacks may bring programs in education to the brink of despair unless they are willing to make some basic changes in goals, focus, structure, and processes to accommodate to the changing market. With careful management and a willingness to explore new ideas, retrenchment in education may well provide the impetus and opportunity for change in graduate programs, resulting in overall benefit for the profession and for the nation's schools.

What kinds of changes are necessary to strike a bargain among diminishing resources, declining enrollments, and the improvement of graduate education? How do we "cut our coat according to our cloth?" Let's take a few minutes to explore some possibilities.

First, we must somehow rid ourselves of the grant mentality. For almost two decades the federal government has been playing Big Daddy to education by providing funds for grants, scholarships, and stipends in support of both programs and students. In addition, foundations have been more than generous in providing funds for reasons both philanthropic and fiscal. In the sixties, grantsmanship was the name of the game. The now famous one-liner --"As long as you're up get me a Grant" --expressed the sentiment of the educator. Any program worth its salt had at least two or three grants providing "soft money" to grow on.

Reading programs enjoyed a good share of the benefits. Cooperative studies, NDEA Institutes, Experienced Teacher Fellowships, ESEA with its assorted titles, and a diversity of research and development grants all went to support the precipitious growth of programs and enrollments.

Unfortunately, the bonanza is over. The supply of educational personnel has finally outrun the demand. That is not to say that the need for excellent teachers and leaders in education has been met--only that the present supply of teachers exceeds the present demand. It must be obvious that government agencies will not continue to furnish huge sums to increase personnel for which there is no demand. Some money will continue to be available for retraining and special programs, but the grant mentality, that is, the assumption that the product of

education will always be paid for by grants from government or foundations, must be abandoned.

University reading programs have been among the last to feel the pinch of retrenchment for several reasons:

1. the demand for reading teachers and specialists has remained relatively firm for longer than the demand for other educational personnel;

2. teachers with a Master's Degree or specialization in reading have an advantage in being hired for the dwindling supply of teaching positions;

3. both the Right to Read effort and the "back to basics" outcry have kept reading in the public eye.

Let us hope that reading programs take advantage of the reprieve to examine present assumptions, methods, and structures with a view to initiating changes that will reduce the need for a grant economy.

Examining Assumptions

> "Seldom do teacher education programs, even those that are considered most innovative, have a significant impact upon public education in the regions they serve."
>
> Vito Perrone

Certain assumptions seem evident in the operation of many of our graduate programs:

1. That full-time graduate study is somehow better than part-time graduate study.

2. That students from afar (out of state) are somehow better than students from the surrounding area.

3. That "residence" in the university setting is of utmost importance to graduate study.

4. That graduate students require tuition and stipend support.

5. That a research emphasis is the sine qua non of Master's and Doctoral study.

6. That advanced education and training are to prepare the student for a new and different position.

7. That the desirable ultimate goal of graduate education is employment as a professor at the university level.

If graduate programs continue to operate on the basis of these assumptions, they are setting themselves up for increasing retrenchment. Jobs are scarce, demand for new teachers is declining, and sabbaticals are rapidly becoming a thing of the past. Teachers are increasingly resistant to suspending their lives, leaving their jobs, and trekking off to a distant city to spend a year or two living at a reduced income soaking up the atmosphere of the university to prepare themselves for non-existent positions in higher education.

One alternative is for university reading programs to focus their attention on the improvement of reading education in the regions they serve. There are a variety of implications associated with this focus. First, students would be encouraged to remain in their own educational employment settings while engaging in graduate study. The grant economy would be replaced by a personal investment economy, wherein the student would be responsible for his own tuition with perhaps some aid from his employer to compensate for services from the university.

Second, the residency requirement would be replaced by an internship which would have the student conceptualizing, developing, implementing and evaluating an improved instructional program for his own educational setting under the supervision of both university and school system personnel. In the case of a student with new or revised employment goals, exchanges might be arranged among various educational settings. The emphasis would be on retraining or upgrading skills and credentials for leadership in the improvement of education in regional settings.

Some universities have already set up systems of internships with double and triple practica in their own regions. This means that supervisory students at the doctoral level work with specialist students at the master's level, who in turn work with classroom teachers seeking permanent certification, all under the supervision of a university faculty member and a liaison person from the school setting. Negotiations with school districts and other educational institutions may even include tuition aid for students, based on in-service aid from the university. As these mutual aid relationships develop, university graduates become clinical associates in the school setting and built-in field sites are created.

All this would, of course, call for increased accountability on the part of university professors. For the system of internships to work, university personnel would have to establish viable partnerships with regional educational institutions at all levels. The relationships, to be productive, must be based upon mutual credibility. The pipe dreams of the rarefied air of the university often fade in translation to the real world of the schools; and school system pragmatism must be tempered by an attitude of questioning and wonderment.

Third, the distinction between the Ph.D. as an academic degree and the Ed.D. as a professional degree might be more clearly delineated. At many universities the distinction is blurred and both programs are essentially the same. Educators have engaged in a great deal of degree snobbery which perhaps can be traced to two factors: 1) a desire to emulate the academicians and 2) the assumption that the goals of the two degrees are necessarily the same, that is, that all doctoral study leads to employment at the university level. Both factors need reexamination. With the snob value placed on the Ph.D. with its narrower research emphasis, educators have been guilty of downgrading their own professional degree. M.D.'s don't covet Ph.D.'s. They have enough (no, more than enough!) confidence in their own professional competence that they value most highly thie own professional degree. Can it be that educators lack confidence in their own competence and therefore covet the degree of the academician?

Holders of the professional degree should be held in at least as high esteem as holders of the Ph.D. Differentiating between the degrees should not necessarily give more value to one or the other. Defining the Ph.D. in terms of academic research and scholarship and the Ed.D. by professional role expectations does not downgrade either one.

Further, by assuming that doctoral study leads only to university employment, educators may be discouraging professionals employed in other educational settings from seeking more advanced work and the terminal degree. This writer agrees wholeheartedly with Palmatier in his recent EPISTLE article regarding the diversity of the job market in education. Everyone who engages in advanced graduate study cannot and need not work in teacher education; and, conversely, employment in teacher education is not the only reason for seeking advanced study. The goals of advanced study may be employment in as varied roles as master teacher, clinician, clinical associate, instructional leader, in-service coordinator, curriculum coordinator, specialist, supervisor, college reading teacher, administrator, and so on.

Defining the Ed.D. in terms of role expectancies (as with the M.D.) might have the distinct advantage of increasing interest in the pursuit of advanced study by professionals interested in upgrading their skills and credentials for employment in educational settings other than the university. As a serendipitous effect it may even result in better professors of reading education at the university level.

Examining Methods

> "The real danger is in perpetuating the past under forms that claim to be new but are only disguises of the old."
> John Dewey

Volumes have been written on competency-based teacher education

and modular training programs, and yet, very little change has actually occurred in university course and program structures to meet the requirements of a competency approach at the graduate level. Where changes have occurred, they have generally been within courses (i.e., individual professors going it alone) or within program structure (i.e., small programs attempting to modify course-credit designations to suit modular design). Neither of these approaches has resulted in a satisfactory organizational design to implement education for competence.

It is easy to adopt the vocabulary and superficial trappings of a new concept without commitment to the basic principles. Since many state departments of education have seen fit to mandate competency-based programs without providing sufficient evidence of their effectiveness and without support for the changeover process, we may well debate whether graduate faculties in reading or any other field are truly committed to the competency concept except as a means of gaining approval for their specialist certification programs.

Few would question the goal of competence in teaching, but many educators rebel at the promotion of CBTE as a set of behavioral objectives and packaged instructional systems which seem to eliminate human interaction and make the teacher a technician.

CBTE in its ideal form would regard competence as a potential for many different performances in a variety of settings. A performance is the actualization of the potential, but it is the development of the potential that is crucial. A performance may be practiced and perfected without acquisition of the knowledges and understandings that are required for a competency. A competency is made up of knowledges, understandings, attitudes and skills all bound up with a philosophy of teaching and learning.

Given this conceptualization of CBTE we can be more comfortable with it at the graduate level. If CBTE were merely a collection of objectives and a repertoire of performances it could occur entirely within the school setting. The purpose for teacher development under control of the university is to enlarge the intellectual framework within which the educator operates. The university setting at its best provides the arena for study and analysis of educational beliefs and practices. It encourages the raising of questions regarding goals, methods, and structures. It seeks to instill a constant wonderment about the processes of education. Professionals should know not only how to do what they do, but why they're doing it, and whether they should continue. Thus, the study of the history, philosophy, sociology, and psychology of education deserves a central place in graduate programs to provide the base of knowledge and understanding that undergirds the development of competency.

It is difficult to write competencies for courses whose goals are questions rather than answers, definitions of problems rather than solutions. Perhaps then, we might eschew the competency approach for these courses by providing an advanced core of seminars whose outcomes are determined by the nature of the discipline. We might then be more comfortable designing systems of generic and specialized competencies related to employment role expectancies for reading educators. The preparation level would be assessed at the university, the simulation level would be assessed partially in the university setting and partially in the field setting, and the application level would be assessed in the real world of the student's employment setting. Both university and field personnel would take part in the assessment. With built-in field settings as described earlier, the sine qua non of CBTE, the field assessment, is actualized.

Examining Structures

> "The first responsibility of the manager is to ask what the organization's goals are, and to make sure that the question is studied and answered... To be sure, the manager is also responsible for making sure that the objectives are realized. To do so, he must keep firmly in mind the difference between "effectiveness" -- getting the right things done -- and efficiency -- getting things done right."
>
> Charles E. Silberman, author of
> Crisis in the Classroom

The placement of the reading program in the university structure greatly influences the impact of the program on educational institutions in the region it serves. Typically, reading programs have been placed in the elementary teacher education program by well-meaning but not well-informed administrators. Such a placement severely limits the scope of influence of the program and rests on a faulty understanding of the reading process as a developmental sequence that spans the educational process. The application of an elementary reading model to secondary and college reading programs is probably the result of such placement in the years of rapid growth of reading programs. Even where the reading program is placed in a broad teacher development or curriculum setting, it is often stymied in accomplishing its goals as they pertain to the development of college reading programs and teachers of college reading. Those goals pertaining to staff development at the university level and to the training of clinicians, clinical associates, and teacher educators are sometimes not even considered.

There is little question that the best, most influential, and productive reading programs throughout the nation have consistently been those that are able to maintain their own separate identity and integrity in the university setting no matter what their placement.

Though many of these outstanding programs are separate departments in Schools of Education, the residence of the program seems less important than the residence of decision-making power as it affects priorities, personnel, and field requirements. When these decision-making powers are once, twice, or three times removed from the operational level (program faculties), the goals, scope, and influence of the programs are most often compromised. No one questions that decisions must be made within the boundaries of institution policy and budget restrictions; but, within those limitations, operational decisions are best made at the operational level where program expertise can be applied to promoting program goals. A delicate balance must, of course, be maintained between cooperation on goals of mutual interest among several programs and the promotion of individual program goals.

Whatever the placement, the reading program faculty should be in a position to renegotiate reward systems according to the goals and processes of the program. For example, if field assessment is an integral part of the program, then the rewards for engaging in field assessment should be equal to those for remaining in the office and engaging in research. Educators cannot claim a commitment to a concept unless they are willing to reward the activities appropriate to that commitment.

The careful management of retrenchment may mean renogotiation of the placement of the reading program so that it may take advantage of every opportunity to attract professional commitment to advanced graduate study in reading. While our present market consists of people seeking employment as teachers, specialists, supervisors, and teacher educators, our future may depend on making advanced study attractive to professionals in the field who wish to upgrade their skills and credentials to maintain their positions or move up within the system. An expanded market may also be found among high school content teachers, administrators, curriculum specialists, community service organizations, the business community, and any other area where reading is valued.

The reader will note that all of the foregoing are classed under "Speculations" rather than recommendations. The only recommendation is that educators shake themselves loose from the grant mentality. This is <u>not</u> to suggest that we should fail to take full advantage of all grant money that is or becomes available. We need all the help we can get! But the present market constrains us to reexamine assumptions to see if they are appropriate, reassess methods to see if our behaviors are congruent with our intentions, and finally, reorganize our programs and structures to be certain that they are addressing the need for improvement of reading at all levels. Careful management of decline may lead to a bright new future in reading education.

Preparing Teacher Educators in Reading

Richard Allington
State University of New York at Albany

Probably the three most recurrent criticisms of doctoral preparation in reading are: 1) a lack of training, experience, and guidance in conducting quality research on the various aspects of reading and learning to read; 2) a lack of breadth and depth of study on theoretical and philosophical aspects of the reading process; and 3) a lack of training and guidance in the domain of teacher education, with which this paper is concerned. The other two areas of criticism have been discussed more frequently, and most doctoral programs provide at least a cursory introduction to research areas in the nature of coursework. However, few doctoral programs in reading, or in most other fields for that matter, provide any planned preparation in college teaching or teacher education. This deficiency seems even more glaring when one considers that those who earn doctorates in reading are more likely to engage in teacher training at some time, in some capacity, than they are to engage in educational research. This paper is not an attempt to undermine the valid criticisms of weaknesses in the other areas, but, rather, an attempt to present some suggestions for training better teacher educators.

The States Quo - Evidently, college teaching is seen as a rather uncomplicated process. In some institutions doctoral students are regularly assigned as teaching assistants, assuming full responsibility for selected undergraduate sections, with little or no preparation beyond being presented a course outline and suggested text. Perhaps it is assumed that, since many graduate assistants have taught at other levels and all have extensive experiences as students, offering a teacher education course should present few problems.

At other institutions doctoral students begin as teaching assistants--assisting a professor in the preparation and delivery of a teacher education course. After this initial breaking in period, the student is then assigned primary responsibility for a section of the same course. While this is a better approach than the one previously discussed, it still seems quite far from an ideal preparation for the teacher education aspect of a doctoral program.

Regardless of the type and quality of preparation the graduate student receives prior to beginning college teaching, little seems to be done in most programs in the formative evaluations of the student as a college teacher. While most institutions require that instructor rating forms be completed by the students enrolled in a teaching assistant's course, too often the ratings are summed and filed with little

regard to the nature of the evaluation. It is true that, if the ratings were strongly negative, action would undoubtedly be initiated, but, in general, too little effort is made to use these rating forms as formative assessment tools.

The Triple-T fellowship program was designed to improve college teaching. In many institutions innovative programs were developed and initiated. Some of the suggestions made later in this paper stem from participation in such a program. However, like all too many other externally funded programs, when funding vanished, so did major components of the innovative program. Today the profession is left with some institutions with reputations for producing excellent researchers, others which produce students with strong backgrounds in theoretical and philosophical issues concerning the reading field. However, no institution seems to have a national reputation for producing excellent teacher educators, professors who are innovative and exciting in the classroom. It does not seem that producing researchers, theoreticians, philosophers, and outstanding teacher educators are necessarily mutually exclusive goals. That some programs choose to emphasize one area over another is understandable, and probably desirable, as long as no area is excluded.

This brief introduction should suffice; since most readers will be familiar with the current state of the art. What follows are some strategies that might be initiated to strengthen the teacher education component of doctoral preparation. The seminar described is a revision of a seminar developed and offered at the State University of New York at Albany during the Summer Session, 1974.

To this point, the discussion has focused primarily on preservice education, though the seminar, as should any training program, included an inservice education component. A practicum has yet to be initiated, though selected components are operational. Both elements are basically exploratory in nature, exploratory for both the graduate students and the professor. Since college teaching, like teaching at other levels, involves adapting a style that fits both the nature of the content and the personal style of the instructor, any attempt at improving the delivery skills of teacher educators must necessarily allow for exploration of various approaches to the task. They are also exploratory in the sense that they are only initial developmental attempts.

A Seminar: Preparing Teacher Educators in Reading

Seminar Topics:

A. A discussion of models of college teaching experiences.

B. The preparation of teachers: past and present.

C. The preparation of teachers: training, education, and learning.

D. Preservice education goals and assessment.

E. Preservice education methods: Traditional lecture based, Field based.

F. Preservice education methods: CBTE, pro and con.

G. Preservice education methods: CBTE, a discussion with Teacher Corps interns, faculty, and cooperating teachers.

H. Preservice education methods: Combs Humanistic model vs. CBTE vs. Traditional lecture based.

I. Preservice education: developing goals, classes, and programs.

J. Inservice education goals vs. preservice education goals.

K. Inservice education methods: traditional approaches, involvements, Universities and School Systems.

L. Inservice education methods: needs, assessments.

M. Inservice education methods: Flanders' Interaction Analysis, IOTA, peer review, and professional review.

N. Inservice Education: developing goals, classes, and programs.

O. The Teacher Center Concept for both preservice and inservice education.

P. Evaluating Teacher Educators and Teacher Education Programs.

Assignments:

Visit five classrooms of teacher educators employing a variety of instructional strategies (e.g. lecture, discussion, direct involvement, simulation, multi-media, self-pacing, audio-instructional, etc.).

Develop a self-instructional module involving knowledge, skills, and attitudes.

Produce a video-tape for either instructional or assessment purposes for use in a teacher education program.

Develop and deliver a simulation exercise for use in a teacher education program.

Suggested Texts:

Visit five classrooms of teacher educators employing a variety of instructional strategies (e.g. lecture, discussion, direct involvement, simulation, multi-media, self-pacing, audio-instructional, etc.).

Develop a self-instructional module involving knowledge, skills, and attitudes.

Produce a video-tape for either instructional or assessment purposes for use in a teacher education program.

Develop and deliver a simulation exercise for use in a teacher education program.

Suggested Texts:

Combs, A. W.; Blume, R. A.; Newman, A. J.; Wass, H. L. The Professional Education of Teachers, 2nd Edition, Boston: Allyn Bacon, 1974.

Austin, M. C., Morrison, C.; et. al., The Torch Lighters: Tomorrows Teachers of Reading, Cambridge: Harvard Graduate School of Education, 1961.

Commission on Public School Personnel Policies in Ohio Report Number 6: Realities and Revolution in Teacher Education, Cleveland: Greater Cleveland Associated Foundation, 1972.

Ransom, G. (ed.), Evaluation of Teacher Education Programs In Reading, Newark: International Reading Association, 1973.

Koburg, L. G., Inservice Teacher Training in Reading, Newark: International Reading Association, 1972.

Otto, W. and Erickson, L., Inservice Education to Improve Reading Instruction, Newark: International Reading Association, 1973.

Aaron, I. E.; Callaway, B. and Olson, A. V., Conducting In-Service Programs in Reading, Newark: International Reading Association, 1965.

Articles:

May, F. B., "Some Practical Suggestions for Developing Competency-Based, Independent Study Modules for Teacher Education," Journal of Teacher Education 23 (Summer, 1972), pp. 155-160.

Allington, R. L., "A Rationale for the Competency-Based Education of Reading Teachers," Journal of Reading 17 (April, 1974), pp. 517-523.

Popham, J., "Minimal Competencies for Objectives-Oriented Teacher

Education Programs," Teacher Education.

Maxwell, W. D., "PBTE: A Case of the Emperor's New Clothes," Phi Delta Kappa 55 (January, 1974).

McDonald, F. J., "Evaluation of Teacher Behavior," in Houston and Howsam (ed.), Competency-Based Teacher Education, Chicago: Sra, 1972.

Smith, W. L., "First Steps First," In Houston and Howsam, ob. cit.

Smith, F., "The Politics of Ignorance," in Sr. R. Winkeljohann (ed.) The Politics of Reading: Point-Counterpoint, Newark: IRA, 1973.

Zedler, E. Y., "Better Teacher Training-The Solution for Children's Reading Problems," Journal of Learning Disabilities 3, (February, 1970), pp. 106-111.

Fibkins, W., "The Whys and Hows of Teacher Centers," Phi Delta Kappa, 55, April, 1974, pp. 567-569.

Affleck, M., "Producing and Using Video-Tapes in Preservice Education," in N. B. Smith (ed.) Reading Methods and Teaching Improvement, Newark: IRA, 1971.

Sample CBTE Modules:

University of Houston

Taylor, T. REA-003.00 (HOU), Summer, 1972. "Teaching with the Use of a Basal Reader"

Taylor, T. REA-004.00 (HOU), Summer, 1972. "Diagnosis in Reading"

Taylor, T. REA-005.00 (HOU), Summer, 1972. "Reading Study Skills"

University of Georgia

Scott, K. and Raesch, B. GEM-ERD #1 "Teacher Behaviors for Teaching Word Recognition Skills"

Mason, G. E., et. al. GEM-ERD #6 "Classroom Management for Reading Instruction"

Rystrom, R. C. and Scott, K. GEM-ERD #11 "Notes from a Linguist -- General Language Principles"

Michigan State University

Bader, L. A., 1974 "Effective Reading: Relating Reasoning Process in Reading to Subject Area Goals."

LaPere, J.; Parish, M.; Ulrich, R. and Watson, J., 1973. "History of Children's Literature"

Duffy, G. and Roehler, L. "Ed 475: Psycholinguistics" "Ed 475: Continued Professional Growth"

University of Washington-Teacher Corps

Dimmit, N. M. and Foster, C. D., 1973. "A Model for the Preparation of a Teacher Training Module"

University of Vermont-Teacher Corps

Wheeler, A. H., 1970. "Motivation for Wide Reading: An Individualized Reading Program." "Individualized Instruction Through the Use of Children's Literature."

State University of New York at Albany - Teacher Corps

Fleming, J. T., Balknave, K. and Ganales, D., 1973. "Reading Assessment, Inventories, Diagnosis and Selection of Instructional Materials" "Re-examining Assumptions about Language, Thinking, and Reading"

Allington, R. L. "Differentiation Instruction in Secondary Content Areas" "Direct Vocabulary Instruction"

Audio-tapes:

Broudy, H. and MacDonald, F. "CBTE: Pitfalls and Pipedreams" speech at SUNYA-CBTE Conference, November, 1973; cassette.

Schneider, A. "CBTE: The Future" speech at SUNYA-CBTE Conference, November, 1973; cassette.

Massanari, K. and Dickson, G. "CBTE: A Lecture" presented at SUNYA, November, 1973; cassette.

Daly, P. "CBTE: The AFT View" presented at SUNYA, November, 1973; cassette.

Popham, J. "Developing CBTE Programs" presented at SUNYA, November, 1973; videotape.

A Practicum: Preparing Teacher Educators in Reading

A practicum might follow the seminar proposed above. Several elements that might be included are outlined below.

Teacher trainers in training would be initially assigned to a professor to assist in the development and delivery of a course. This assignment should allow open discussion and plenty of give and take by both participants. Both the professor and the teacher trainer in training should have several of their sessions videotaped for mutual critiques. As the teacher trainer in training develops confidence and ability, additional responsibility should be assigned.

Following this semester-long session, the teacher-trainer in training might be assigned primary responsibility for the delivery of a course which has been developed in cooperation with the professor who supervised the initial practicum stage. Throughout the delivery of this course, a necessary component is self-evaluation and external-evaluation, perhaps through the use of videotapes. This would be supplemented by the student evaluations which might be collected more often than the traditional end-of-course method.

Underlying this preparation is the need for a constant emphasis on formative evaluations. The goal is to develop teacher educators who have the ability to train teachers. It is of utmost importance that the teacher trainer in training feel free to discuss, argue, and explain. There is no single model of teacher education which has a particular advantage in each of the varied courses and experiences that comprise the professional education component of teacher preparation.

Teacher educators can improve teacher education. Planned programs to improve teacher educators have too long been missing from our doctoral programs in reading.

Preparing Graduate Students to Publish

Lee Mountain
University of Houston

This is the profile of the graduate student most likely to publish: she/he has more than five years of teaching experience, is pursuing the doctorate, is employed at least part-time in a teaching capacity, and has had specific course work in publication skills. That last characteristic--the specific course work in publication skills--is by far the most significant factor. Therefore, educators concerned with graduate programs in reading might well be interested in the procedures that are presented in such course work in publication skills.

There are no foolproof procedures for helping graduate students break into print, but there are approaches and methods that maximize their chances. The following procedures have proved successful for many graduate students.

Procedures for Educational Publishing

Before you write:

1. Prepare an effective vita to enclose with each article you submit.
2. Get a list of state journals in your field.
3. Find other potential publishers for your material.

When you write:

1. Choose a topic about which you are already knowledgeable.
2. Prepare and deliver a talk on that topic.
3. Write and polish an article about your topic.

After you write:

1. Choose and rank-order the five journals most likely to be interested in your article.
2. Prepare five cover letters (four undated) with which to submit your article.
3. Submit and resubmit your article (and, if necessary, re-

write it) until you get an acceptance.

Let's consider these procedures one at a time to see what each of them entails.

Prepare an effective vita to enclose with each article you submit.

This vita serves as your introduction to the stranger who will consider your article for publication. It lets him know your present position, your background experience, your education, your professional activities, and any other pertinent data that might increase your chances of having your article accepted.

Suppose your vita shows that you have had five years of inner-city kindergarten teaching experience. This background data adds to your credibility if you are submitting an article on "Teaching Inner-City Kindergarteners to Read."

Suppose your vita shows that you have conducted inservice workshops on using the Cloze Technique. Your potential editor might thereby be more favorably disposed toward your article, "Cloze Lessons that Work."

Suppose your vita shows that you hold offices in a number of professional organizations. Some editor might then view you as a channel of wider distribution for his journal, since your vita indicates that you are a "comer" in the profession.

Your vita should be easy to read. One page is the ideal length. The format should include headings under which you can present information concisely in reverse chronological order. It doesn't matter whether your information is presented in sentences or in topics as long as you maintain regularity of style.

As you receive acceptances for your articles, you will revise and update your vita to show your publications list. Before you try to win those acceptances, however, you need to acquaint yourself with your potential market.

Get a list of state journals.

Most aspiring young authors submit their first efforts to prestigious national journals. That is one of the reasons why beginners receive so many rejection slips. A few graduate students manage to start at the top, but not many.

It's much easier to break into print in state journals than in national journals. So you need an up-to-date list of state

reading journals. The International Reading Association publishes such a list (with the addresses of state editors) in its annual IRA Directory.

The national headquarters offices of other professional organizations can often supply such lists. The National Council of Teachers of English, for example, keeps an updated list of the names and addresses of the editors of its state journals. NCTE also publishes articles in its national journals about smaller journals in the fields of reading and language arts.

Find other potential publishers for your material.

If the state-journal route seems a bit limiting, you may want to use some library directories to help you locate other potential publishers. Three good starting points are (1) Ulrich's International Periodicals Directory, (2) Directory of Publishing Opportunities, and (3) Literary Market Place. These directories give current editors, addresses, and helpful information about content, circulation, and/or editorial requirements.

When you discover the number and variety of journals that relate to your area of expertise, you'll begin to believe that your material can find its way into print.

From these directories and others you may find in the library, you can probably compile a list of two or three dozen journals that publish articles related to your specialization. When you finish writing an article, you can then intelligently narrow down that list and rank-order the five best prospects for that particular article.

Choose a topic about which you are already knowledgeable.

The topic of the first article you prepare for publication should be the topic you know the best. You and many other prospective authors may react to that idea by saying, "But I don't know enough about any topic to write an article. First, I need to review all the literature on the topic. Second, I need to internalize what every expert has said about the topic. Third, I need to do a study and become more of an expert than those other experts..." Obviously this line of thinking can keep you from ever starting the article.

If you write about a topic you have lived with (such as a curriculum change that you initiated, a research project you directed, a record-keeping system that works for you, a spin-off finding from your thesis or dissertation), you are bound to know more about that topic than your prospective reader will know. You are already an expert on the things you have done. You want to make that expertise

available to others in your first article.

Perhaps you are now modestly disclaiming, "But I haven't done anything world-shaking. My classroom successes are ordinary. A lot of teachers have done everything I've done." That line of thinking is contradicted, of course, every time teachers get together and talk shop. Idea-swapping is the moving power behind workshops and conventions. Your success stories may not seem all that original to you, but they may seem highly creative to another teacher who has never taken the first step in a direction you have traveled.

Prepare and deliver a talk on your topic.

Every well-prepared talk has an attention-getting opener, a body, and a conclusion. So does every well-prepared article. The thought processes and outlining that go into the preparation of a talk are good readiness activities for writing.

When you prepare a talk on your topic, you choose and organize the material that you will include in your article. When you deliver that talk, you may get feedback that will help you revise the outline for your article.

A good article, however, is much more than "a good talk written down." The article is usually more concise and more carefully worded than the talk. So taping and transcribing will not take you in one easy step from talk to article. However, the talk is a valuable preliminary step since it involves selecting and organizing the content you want to present in the article.

Write and polish an article about your topic.

Now comes the moment of truth. You are putting pencil to paper with the intent of producing a publishable product. By now that intent should seem fairly realistic. Your resume shows that you have the background necessary for writing about your topic. You know that many small journals carry articles related to that topic. You have carved out and organized the chunk of content you want to present in your article, and you have already presented that material in a talk. So you are really ready to write.

However, filling a blank page is never easy. Even experienced writers make false starts, scratch out, stare into space, chew pencils, rephrase, bungle transitions, and feel dissatisfied with their first drafts. So they polish.

Polishing your own writing requires three steps. First, go as far as you can under your own power. Try to correct all your

first-draft errors, awkward constructions, and redundancies before you prepare a typed copy of your article. Then put that copy away for a few days. Second, during those days, go to the library and review the literature on your topic. On the basis of that review you may want to revise your article when you take a fresh look at it. If so, take time to polish the revision before you prepare a well-typed copy to show to others. Third, ask a few people to read your article carefully and give you feedback. Rewrite still again if the feedback tells you that further polishing is desirable.

After these three steps, however, stop polishing and start planning where to submit your final draft for publication. You will want to prepare a neat, double-spaced original of that final draft from which you can xerox plenty of copies. Type your name and address in the upper right-hand corner of the first page and start the article halfway down that page, leaving the empty space for editorial notes and directions to the printer.

Choose and rank-order the five journals most likely to be interested in your article.

Back in step 2, you secured a list of the state journals in your field. In step 3, you hunted through directories and prepared a list of other journals in which you might place your article. From these lists you can now select and rank-order your five best prospects.

Your decision may involve such variables as frequency of issue, length, location, editorial policies, circulation, etc. The considerations differ for each article. The reason you select at least five good prospects is that you want to be ready to mail immediately to your second-choice journal if you receive a rejection from your first-choice journal.

That rejection may have nothing to do with the quality of your article. Maybe your first-choice journal already has two articles in the hopper on your topic and can't use anymore. Maybe it is facing financial troubles and must cut down its number of issues. Maybe its editorial board just decided upon a set of themes for the next few issues and your article doesn't fit within those themes. You'll probably never know the reason for a particular rejection, but that doesn't matter. The secret of publishing is to keep on submitting.

Prepare five cover letters (four undated) with which to submit your article.

The body of a cover letter usually starts, "Enclosed are three copies of my article entitled..." Sending three copies enables your editor to circulate your article to the members of his board more

rapidly. The cover letter also makes reference to the enclosure of your vita. It is customary to attach enough stamps for return mailing in case of rejection.

Some cover letters include paragraphs regarding the suitability of the article for the particular journal, the reason for the choice of topic, or some other sales pitch. This material is optional. The main purpose of cover letters is to help you keep your records straight on dates and places of submission.

Only a few scholarly journals consider it permissible for you to submit your article to more than one potential publisher at a time. Most of them expect that you will submit to your first-choice journal and await acceptance or rejection before making a second submission.

Acceptances always inspire joy, but rejections sometimes make you feel like burying the article in your bottom drawer and forgetting it. To insure yourself against acting upon this feeling, you need to prepare all five cover letters to your five top-choice journals before you submit the article the first time. These cover letters can be complete except for the date which you can add at the time of each successive mailing.

Submit and resubmit (and, if necessary, rewrite) your article until it is accepted for publication.

Your first submission launches you into the waiting period that is familiar to all educator-writers. Journal editors often take months to reach a decision on an article. Sometimes a follow-up letter helps, especially if you haven't received even a notice of the arrival of your article. But usually there's no way to shorten that waiting period. Some editorial boards meet only on a quarterly basis. Some editors mail each article to a number of readers to get evaluations. Some editors are swamped with other responsibilities and do their journal work in their "free" time. So the waiting period sometimes seems interminable.

Finally you receive the verdict. If it's an acceptance, rejoice and start your next article. If it's a rejection, remember that you have committed yourself in advance to resubmissions by preparing five cover letters so that rejections won't stop you. So just type in the date on your second cover letter, and submit your article to the next journal on your list. You'll keep resubmitting until you either receive an acceptance or become convinced that you need to rewrite.

If some section of your article loses its timeliness or if you come up with an improved opening, you will want to do some rewriting between submissions. If you have no luck with your first five sub-

missions, select five more journals and keep mailing. Persistance and postage play a big part in any publication success story.

Ten articles in the drawer bring you no acolades. One article accepted on its tenth submission makes you a published author.

* * *

These nine steps are a good procedure not only for breaking into print but also for continuing to publish. Students who learn this procedure in a graduate course have some preparation for the publish-or-perish aspects of academia. They also have the one element that makes the most difference in whether or not they break into print--specific course work in publication skills.

JOB REPORT

The following positions have been reported to the EPISTLE editors. Those interested in specific positions should communicate directly with the contact persons listed.

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ARIZONA

Institution: The University of Arizona

Position: Assistant Professor

Degree Required: Doctorate with a major in reading

Experience Desired: Appropriate public school level experience; evidence of teaching ability and potential for research and publication.

Responsibilities: To teach graduate and undergraduate courses in reading and to conduct and direct research and publication.

Areas: 1) Reading in the Elementary School; 2) Reading in the Secondary School.

Contact Person: Dr. Kenneth J. Smith, Head, Department of Reading

Address: College of Education
University of Arizona
Tucson, Arizona 85721

Starting Date: August 16, 1976

Telephone: (602) 884-3092

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Institution: Navajo Community College

Position: Instructor

Degree Required: ABD Applied Linguistics or Adult Reading

Experience Desired: Adult reading required, bilingual experience.

Responsibilities: To teach adult reading to bilingual students, basic linguistics courses, act as part of team to develop Basic College Level Literacy program for bilinguals.

Contact Person: Dr. R. W. Ackley, Chairperson

Address: HumFA & Comm Division
Navajo Community College
Tsaile, Arizona 86556

Starting Date: January 1976 or Fall

Telephone: (602) 724-3311

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CALIFORNIA

Institution: California State University, Fullerton

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Teaching at the college level; clinical and/or lab experience as a reading specialist at elementary, secondary, college or adult levels; ability to work with college and public school personnel.

Responsibilities: To teach courses in at least three of the following areas: graduate courses in curriculum and research in reading, etiology of reading difficulties, educational testing and reading, linguistics and reading, elementary/secondary/college reading, undergraduate courses in reading methodology, developmental reading courses designed for any university student who wishes to improve his own reading skills. Supervise elementary/secondary/college program students in the reading clinic and or fieldwork.

Contact Person: Dr. Deborah Osen Hancock, Director

Address: Institute for Reading
California State University, Fullerton
Fullerton, California 92634

Starting Date: September 1976

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COLORADO

Institution: Colorado State University

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Successful public school or related teaching experience; demonstrate potential for growth in teaching, research and service.

Responsibilities: Teach graduate and undergraduate courses in Foundations of reading; diagnosis and treatment of reading disabilities; practicums and field experiences; college developmental reading and study skills.

Contact Person: Dr. Hubert H. Wolfe, Head, Department of Education

Address: Colorado State University
Fort Collins, Colorado 80523

Starting Date: August 20, 1976

Telephone: (303) 411-6474

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Institution: University of Denver

Position: Assistant Professor

Degree Required: Doctorate in elementary education with concentration in reading, language arts from an NCATE accredited institution.

Experience Desired: Public school teaching experience at the elementary level; secondary experience desirable.

Responsibilities: To teach undergraduate methods courses in elementary reading and elementary language arts; teach a methods course in secondary reading; teach general elementary education courses; supervise field experiences.

Contact Person: Dr. Ralph A. Forsythe, Director, School of Education

Address: University of Denver
College of Arts & Sciences
Denver, Colorado 80210

Starting Date: September 1976

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CONNECTICUT

Institution: West Hartford Public Schools

Position: Reading Consultant

Degree Required: M.A. minimum and Connecticut Certification as Reading Consultant

Experience Desired: Three years classroom teaching.

Responsibilities: Unspecified.

Contact Person: Dr. Joan D. Kerelejza, Director, Curriculum Development

Address: West Hartford Public Schools
211 Steele Road
West Hartford, Conn. 06117

Starting Date: October 1976

Telephone: (203) 236-6081 ex. 255

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FLORIDA

Institution: Stetson University

Position: Instructor or Assistant Professor

Degree Required: Doctorate

Contact Person: Dr. Robert S. Chauvin, Dean

Address: Stetson University
Deland, Florida 32720

Starting Date: Summer or Fall 1976

Telephone: (904) 734-4121

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GEORGIA

Institution: Augusta College

Position: Chairperson, Department of Education

Degree Required: Doctorate

Experience Desired: Wide variety of administrative abilities in management procedures, such as organizational and scheduling routines, and in coordinating departmental programs with other departments of Augusta College, with the community, and with the State Department of Education. Applicants should provide evidence of being professionally up-to-date and should be keenly interested in developing new programs and improving existing programs in the department and the college. The chairperson has teaching obligations in addition to the numerous administrative duties.

Contact Person: Dr. Lyle R. Smith

Address: Education Department Search Committee
Augusta College
Augusta, Georgia 30904

Starting Date: September 1, 1976

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Institution: Albany Junior College

Position: Unspecified

Degree Required: Minimum of Bachelors Degree in English and Masters Degree in Reading.

Experience Desired: Ability to teach remedial courses in both reading and English;prior teaching experience required; a willingness to teach evening and Saturday classes.

Responsibilities: Teach three five-credit courses per quarter; serve as faculty adviser to students as assigned by Division Chairman; Serve on College committees as assigned by the Dean of Instruction or the President; be willing to assist in reading-writing laboratory assignment.

Contact Person: Ms. Ann S. Peets, Acting Chairperson, Special Studies

Address: Albany Junior College
2400 Gillionville Road

Albany, Georgia 31707

Starting Date: Fall 1976

Telephone: (912) 439-4206

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Institution: Clayton Junior College

Position: Reading Instructor

Degree Required: Master's in Reading with training at Master's level in English and/or counseling.

Experience Desired: At least two years successful experience in teaching reading; some experience in college teaching preferred; experience in teaching English composition and in leading group counseling sessions.

Contact Person: Dr. Judy C. Brown, Head, Special Studies Department

Address: Clayton Junior College
P. O. Box 285
Morrow, Ga. 30260

Starting Date: September 1976

Telephone: (404) 363-7573

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Institution: Kennesaw Junior College

Position: Reading Instructor

Degree Required: Master's with experience minimum

Experience Desired: Post-secondary teaching.

Contact Person: Morgan Stapleton, Coordinator, Special Studies

Address: Kennesaw Junior College
Marietta, Ga. 30061

Starting Date: September 1976

Telephone: (404) 422-8770

IDAHO

Institution: Lewis-Clark State College

Position: Unspecified

Degree Required: Doctorate

Experience Desired: At least three years of public school experience; demonstrated competence in working with innovative reading techniques.

Responsibilities: To provide leadership and supervision for prospective reading teachers in a performance-based Teacher Education Center environment; to teach courses in developmental reading for elementary and secondary levels.

Contact Person: Lee A. Vickers, Vice President and Academic Dean

Address: Lewis-Clark State College
Lewiston, Idaho 83501

Telephone: (208) 746-2341 ex. 213

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ILLINOIS

Institution: Southern Illinois University

Position: Unspecified

Degree Required: Doctorate

Experience Desired: Successful teaching experience at elementary level; ability to teach language arts and/or children's literature; evidence of research and scholarly activity will be required.

Responsibilities: To teach graduate and undergraduate courses in reading including the diagnosis and correction in clinical practices; participate as a team member in the Department of Curriculum, Instruction and Media; participate in public school center-based programs for undergraduate and graduate students.

Contact Person: Dr. Don Paige

Address: Department of Curriculum, Instruction and Media
Southern Illinois University

Carbondale, Ill. 62901

Starting Date: Fall 1976

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Institution: Western Illinois University

Position: Instructor

Degree Required: Master's in reading

Experience Desired: Teaching experience at the college level; evidence of superior performance.

Responsibilities: To teach 4 sections of reading improvement coursework quarterly; supervise graduate students fulfilling practica requirements in the Laboratory; participate in usual committee responsibilities.

Contact Person: Dr. Lawrence M. Kenney, Chairperson

Address: Department of Reading, HH 38
Western Illinois University
Macomb, Ill. 61455

Telephone: (309) 259-1959

Starting Date: September 1976

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Institution: Western Illinois University

Position: Assistant Professor

Degree Required: Doctorate with concentration in secondary/adult reading

Experience Desired: Minimum of five years of public school experience; some collegiate teaching experience preferred.

Responsibilities: To teach one undergraduate reading course for secondary majors; advise graduate majors in reading; teach graduate level courses from among the following: foundations of reading, reading problems in high school and college, reading in the content areas, secondary practica and in-service workshops and courses; supervise graduate students fulfilling prac-

tica requirements.

Contact Person: Dr. Lawrence M. Kenney, Chairperson

Address: Department of Reading, HH 38
Western Illinois University
Macomb, Ill. 61455

Telephone: (309) 259-1959

Starting Date: September 1976

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Institution: Illinois State University

Position: Clinic Coordinator

Degree Required: Doctorate

Experience Desired: Teaching and clinical experience.

Responsibilities: Coordinating a clinic that serves elementary, middle school, and secondary school students; experience in conducting a diagnostic-remediation program and supervising research connected with the clinic would be helpful.

Contact Person: James D. Coe, Chairperson of Search Committee

Address: Department of Curriculum and Instruction
Illinois State University
Normal, Ill. 61761

Telephone: (309) 438-2565

Starting Date: Fall 1976

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IOWA

Institution: University of Northern Iowa

Position: Assistant/Associate Professor

Degree Required: Doctorate

Experience Desired: Early childhood and/or lower elementary level;

knowledge of reading and language programs for young children as well as common branch subjects.

Responsibilities: Unspecified

Contact Person: Dr. James O. Schnur, Head

Address: Department of Curriculum and Instruction
University of Northern Iowa
Cedar Falls, Iowa 50613

Telephone: (319) 273-2167

Starting Date: August 1976

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KANSAS

Institution: Fort Hays Kansas State College

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Teaching at the elementary level.

Responsibilities: To teach undergraduate and graduate courses in reading, Language Arts, and Early Childhood Education; assist in supervision of student teachers; advise undergraduate and graduate students.

Contact Person: Dr. LaVier L. Staven, Chairman

Address: Department of Education
Fort Hays Kansas State College
Hays, Kan. 67601

Starting Date: August 1976

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Institution: Ottawa University

Position: Reading Specialist

Degree Required: Master's minimum

Experience Desired: Reading labs, testing, diagnosis, instruction.

Responsibilities: Unspecified.

Contact Person: Dean Harold Germer

Address: Ottawa University
Ottawa, Kan. 66067

Telephone: (913) 242-5200 ex. 223

Starting Date: August 1976

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KENTUCKY

Institution: University of Louisville

Position: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Teaching in middle/secondary schools, diagnosing and remediating reading skills of middle/secondary students; conducting inservice workshops.

Responsibilities: Unspecified.

Contact Person: Dr. William P. Dunlap, Chairman

Address: School of Education
Early and Middle Childhood Education
University of Louisville
Louisville, Ky. 40208

Telephone: (502) 636-4606

Starting Date: July 1976

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MAINE

Institution: Portland Public Schools

Position: Director of Reading

Degree Required: Master's minimum

Experience Desired: Successful teaching at both elementary and secondary levels and experience with development, implementation, and supervision of reading programs and curricula.

Responsibilities: Unspecified.

Contact Person: Mrs. Selma W. Black, Personnel Director

Address: Portland Public Schools
107 Elm Street
Portland, Me. 04111

Telephone: (207) 775-5451 ex. 219

Starting Date: Anytime

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MARYLAND

Institution: Harry Lundeberg School of Seamanship

Position: Reading Specialist

Degree Required: Master's in Reading

Experience Desired: Two years classroom teaching.

Responsibilities: Unspecified.

Contact Person: Mrs. Margaret Nalen, Director of Academic Education

Address: Harry Lundeberg School of Seamanship
Piney Point, Md. 20674

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Massachusetts

Institution: Boston College

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Public school and college teaching.

Responsibilities: To teach graduate and undergraduate reading

courses; advise students; plus other regular department responsibilities.

Contact Person: John F. Savage

Address: Boston College
School of Education
Chestnut Hill, Mass. 02167

Telephone: (617) 969-0100 ex. 2229 or 2384

Starting Date: September 1976

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MICHIGAN

Institution: Lansing Community College

Position: Reading Psychologist

Degree Required: Master's minimum, preparation in reading and psychology

Responsibilities: Unspecified.

Contact Person: George R. Bramer, Chairperson

Address: Communication Department
Lansing Community College
419 North Capitol Ave.
Lansing, Mich. 48914

Telephone: (517) 373-7450

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Institution: Alma College

Position: Assistant Professor

Degree Required: Doctorate or near

Experience Desired: Elemertary school teaching.

Responsibilities: To teach reading and Social Studies methods to elementary majors and to supervise elementary student teachers.

Contact Person: Sedley D. Hall, Chairman

Address: Department of Education
Alma College
Alma, Mich 48801

Telephone: (517) 463-2141

Starting Date: September 1976

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MINNESOTA

Institution: Bemidji State University

Position: Clinical and Developmental Reading

Degree Required: Doctorate

Experience Desired: Elementary teaching.

Responsibilities: Unspecified.

Contact Person: W. F. Bornschlegl, Head

Address: Division of Education
Bemidji State University
Bemidji, Minn. 56601

Telephone: (218) 755-2931

Starting Date: June or Septemi er 1976

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MISSOURI

Institution: Southeast Missouri State University

Position: Unspecified

Degree Required: At least 30 hours above the Master's level.

Responsibilities: Summer session teaching.

Contact Person: Milford O. Holt, Dean of Teacher Education

Address: Southeast Missouri State University
Cape Girardeau, Mo. 63701

Telephone: (314) 334-8211

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NEBRASKA

Institution: Kearney State College

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Successful teaching experience in elementary or secondary schools.

Responsibilities: To teach on and off-campus courses in reading and supervise student teachers.

Contact Person: Dr. Leonard C. Skov, Dean

Address: School of Education
Kearney State College
Kearney, Neb. 68847

Telephone: (308) 236-4317

Starting Date: August 1976

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NEW YORK

Institution: Holt, Rinehart and Winston

Position: Language Arts Consultant

Degree Required: B.A. or M.A.

Experience Desired: Five years or more classroom experience teaching reading and language arts.

Responsibilities: Unspecified.

Contact Person: Donna L. Comstock, Director of Consultants

Address: 383 Madison Avenue
New York, N. Y. 10017

Telephone: (212) 688-9100 ex. 8128

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NORTH CAROLINA

Institution: Fayetteville State University

Position: Unspecified

Degree Required: Doctorate

Experience Desired: Training and experience in clinically oriented approaches to teaching reading, as well as to the more classroom-oriented approaches.

Responsibilities: To continue the development of a Reading Improvement Program which incorporates Basic Reading Skills, Developmental Reading Skills, Corrective Reading Skills, Remedial Reading Skills and Advanced Reading Skills.

Contact Person: Mrs. Valeria P. Fleming, Asst. to the Provost & Vice Chancellor for Academic Affairs

Address: Fayetteville State University
Fayetteville, N. C. 28301

Telephone: (919) 483-6144 ex. 256/176

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Institution: Barber-Scotia College

Position: Reading Teacher

Degree Required: Master's

Experience: Teaching.

Responsibilities: Unspecified.

Contact Person: Dr. Jake Harris, Director, Entry Level Program

Address: Barber-Scotia College
Concord, N. C. 28025

Telephone: (704) 786-5171 ex. 238 or 239

Starting Date: August 1976

OHIO

Institution: The Ohio State University

Position: Assistant Professor in Clinical Reading

Degree Required: Doctorate

Experience Desired: Minimum of three years of experience in elementary/ secondary school settings.

Responsibilities: To teach courses in clinical reading; to relate these courses to teaching handicapped children.

Contact Person: Frederick R. Cyphert, Dean

Address: College of Education
127 Arps Hall
The Ohio State University
Columbus, Ohio 43210

Starting Date: Fall 1976

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Institution: Central State University

Position: Coordinator of Reading Services

Degree Required: Master's minimum

Experience Desired: Four to five years of teaching and administrative experience in reading programs.

Responsibilities: Supervision of Special Services Reading staff; development and coordination of freshmen Orientation Program; supervision of diagnostic testing procedures.

Contact Person: Alan L. Joplin, Director

Address: Special Services Program
Central State University
Wilberforce, Ohio 45384

Telephone: (513) 376-6527

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Institution: College of Wooster

Position: Reading Specialist

Degree Required: Master's

Experience Desired: Elementary school teaching/ administrative experience desirable.

Responsibilities: To teach curriculum and methods of the elementary school and methods of teaching reading; supervise student teaching; participate in a Freshman Studies Program; reading specialist in a developmental learning center.

Contact Person: William Hoffman, Chairperson

Address: Department of Education
The College of Wooster
Wooster, Ohio 44691

Starting Date: September 1976

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OKLAHOMA

Institution: Claremore Junior College

Position: Reading Specialist

Degree Required: Master's, plus a specialist's in reading

Experience Desired: 5 years.

Responsibilities: Unspecified.

Contact Person: Mrs. Betty R. Jackson, Vice President for Teaching

Address: Claremore Junior College
College Hill
Claremore, Okla. 74017

Telephone: (918) 341-7510 ex. 226

Starting Date: August 1976

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PENNSYLVANIA

Institution: Bucknell University

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Elementary teaching especially with children having emotional, cognitive or social exceptionalities.

Responsibilities: Unspecified.

Contact Person: J. William Moore, Chairman

Address: Department of Education
Bucknell University
Lewisburg, Pa. 17837

Telephone: (717) 524-1324 or 1133

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Institution: Mansfield State College

Position: Unspecified

Degree Required: Doctorate

Experience Desired: Strong background in elementary education including three or more years of successful classroom teaching at the elementary level.

Responsibilities: Unspecified.

Contact Person: Dr. Luther W. Pfluger, Chairperson

Address: Department of Elementary Education
Mansfield State College
Mansfield, Pa. 16933

Telephone: (717) 662-4371

Starting Date: September 1976

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SOUTH CAROLINA

Institution: South Carolina State College

Position: Unspecified

Degree Required: Master's

Experience Desired: Public School teaching experience; college reading laboratory experience.

Responsibilities: College developmental reading courses; developmental reading laboratory.

Contact Person: Dr. Ruby T. Davis, Coordinator

Address: Reading Program, Department of Education
South Carolina State College
Orangeburg, S. C. 29117

Telephone: (803) 536-7049

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Institution: Tri-County Technical College

Position: Reading Instructor/Coordinator

Degree Required: Master's

Experience Desired: Community college teaching.

Responsibilities; To develop a reading program for technical, vocational, and college transfer programs; supervisory responsibilities.

Contact Person: Linda Elliott, Chairman

Address: General Education Division
P. O. Box 87
Pendleton, S. C. 29670

Telephone: (803) 646-3227

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TENNESSEE

Institution: Memphis State University

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Proven success in higher education, including re-

search and publication experience in reading.

Responsibilities: To teach and stimulate research activities; teach Language Arts and other elementary education methods courses at the undergraduate and graduate level as well as supervise student teachers.

Contact Person: Dr. Roger V. Bennett, Chairman

Address: Memphis State University
Memphis, Tenn. 38152

Starting Date: September 1976

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TEXAS

Institution: Texas Tech University

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Elementary classroom teaching.

Responsibilities: To teach graduate and undergraduate courses in reading instruction; emphasis on classroom methodology.

Contact Person: Dean Robert Anderson

Address: College of Education
Texas Tech University
Lubbock, Texas 79409

Telephone: (806) 742-2277

Starting Date: September 1976

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Institution: The University of Texas at Austin

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Elementary classroom teaching; developmental/ remedial reading.

Responsibilities: Must be fluent and literate in Spanish in order to teach upper division reading methods in bilingual block; supervise student teachers.

Contact Person: Dr. George Blanco

Address: Office of Bilingual Education
UT-Austin 78717

Telephone: (512) 471-3919

Starting Date: May 1976

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Institution: Texas Southern University

Position: Assistant Professor

Degree Required: Doctorate

Experience Desired: Public school experience in the teaching of disadvantaged students desired.

Responsibilities: To teach undergraduate and/or graduate courses in elementary and secondary reading methods; diagnosis and remediation; fundamentals of reading instruction, psychology and research in reading.

Contact Person: Dr. J. B. Jones, Dean

Address: School of Education
Texas Southern University
3201 Wheeler Avenue
Houston, Tex. 77004

Starting Date: August 1976

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VERMONT

Institution: Johnson State College

Position: Elementary Education

Degree Required: Doctorate

Experience Desired: Classroom teaching.

Responsibilities: To teach graduate and undergraduate courses in elementary education; curriculum and methods; supervise student teachers in elementary classrooms; maintain a field based teacher center, provide inservice and preservice training of teachers; serve as faculty advisor for 20 to 30 students.

Contact Person: Dr. Fred Stahuber, Chairman

Address: Division of Professional Studies
Johnson State College
Johnson, Vt. 05656

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VIRGINIA

Institution: University of Virginia

Position: Assistant Professor

Degree Required: Doctorate with emphasis in psychological and linguistic foundations

Experience Desired: Proven competence in scholarship and research; interest in participating in a clinical training program.

Responsibilities: To teach courses in methods and materials from pre-reading through advanced reading; diagnosis and treatment of reading disabilities; advise doctoral students; research.

Contact Person: Jerry R. Moore, Chairperson

Address: Department of Curriculum and Instruction
School of Education
University of Virginia
Charlottesville, Va. 22903

Telephone: (804) 924-3738

Starting Date: September 1976

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Institution: Norfolk State College

Position: Associate Professor

Degree Required: Doctorate

Experience Desired: Three years teaching.

Responsibilities: Freshman Development reading courses;clinic program and the reading Concentration Program.

Contact Person: Dr. Carmelita Williams,Chairperson

Address: Norfolk State College
Norfolk, Va. 23504

Starting Date: Fall 1976

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WASHINGTON

Institution: Central Washington State College

Position: Communications Skills Specialist/Advisor

Degree Required: Master's

Experience Desired: Successful work in the teaching of reading and writing to adults and work/living experience in multi-ethnic situations.

Responsibilities: Unspecified.

Contact Person: Rodney E. Converse, Director

Address: Educational Opportunities Program
Central Washington State College
Ellensburg, Wash. 98926

Telephone: (509) 963-2131

Starting Date: September 1976

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WISCONSIN

Institution: University of Wisconsin-Stevens Point

Position: Reading/English

Degree Required: Doctorate

Experience Desired: Teaching.

Responsibilities: 12-hour teaching load, probably 2 or 3 sections of Freshman English, a teacher training reading course and/or a reading improvement course each semester.

Contact Person: Dr. Nancy Moore, Chairperson, English

Address: Nelson Hall
University of Wisconsin-Stevens Point
Stevens Point, Wisc. 54481

Telephone: (715) 346-4757

Starting Date: August 1976

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WEST VIRGINIA

Institution: West Virginia College of Graduate Studies

Position: Reading Specialist

Degree Required: Doctorate

Experience Desired: Teaching experience in secondary schools; a working knowledge of competency-based instruction; experience in graduate teaching and research.

Responsibilities: To teach graduate courses in diagnosis and correction of reading disabilities; implement an instructional program in reading; advise graduate students; function in field-based service.

Contact Person: Dr. Sandra Warden, Dean

Address: Behavioral Studies
West Virginia College of Graduate Studies
Institute, W. V. 25112

Telephone: (304) 768-9711

Starting Date: August 1976

* * * * * *

Institution: West Virginia University

Position: College Reading-Study Skills Director

Degree Required: Doctorate

Experience Desired: Strong background in secondary or college reading and in diagnostic and remedial techniques; three or more years of teaching experience; research and publications.

Responsibilities: To direct the University Reading Laboratory; train and supervise graduate assistants; teach undergraduate and/or graduate courses in reading to teacher-in-training people; advise graduate students; assist with inservice training.

Contact Person: Dr. Thomas C. Hatcher, Program Coordinator

Address: 506 Allen Hall
WVU
Morgantown, WV 26506

Telephone: (304) 293-3328

* * * * * *

CANADA

Institution: University of Victoria

Position: Primary Language Arts

Degree Required: Doctorate

Experience Desired: Primary teaching.

Responsibilities: To teach courses and develop programs in primary language arts at both the graduate and undergraduate levels; supervise student teachers.

Contact Person: Dr. A. Kratzmann, Chairman

Address: Division of Communication and Social Foundations
Faculty of Education
University of Victoria
Victoria V8W 2Y2 Canada

Starting Date: July 1976

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VIRGIN ISLANDS

Institution: Department of Education

Position: Developmental and Remedial Reading

Degree Required: Bachelor's minimum

Experience Desired: Unspecified.

Responsibilities: Unspecified.

Contact Person: Mrs. Rita B. Martin, Director

Address: Educational Personnel Services
Department of Education
Charlotte Amalie, St. Thomas 00801

Telephone: (809) 774-0100

Starting Date: Immediately

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YAP

Institution: Yap High School Bilingual Program

Position: Reading Teacher Trainer

Degree Required: B.A. minimum

Experience Desired: Three years teaching.

Responsibilities: To train Yapese and American teachers to teach reading as a subject and in content areas.

Contact Person: Bethel Oestman, Bilingual Education Coordinator

Address: Department of Education
Colonia, Yap 96943

Starting Date: Immediately

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time capsule

Looking for some travel and intellectual stimulation this summer? If so, you might look into Hofstra University's three-week Institute in Comparative Reading which will take place in Manchester and Durham, England. H. Alan Robinson, professor of reading at Hofstra, and Vera Southgate Booth, senior lecturer at the University of Manchester, will serve as co-ordinators. Six hours of graduate credit are available for participating in a two-week workshop at Manchester and for attending the United Kingdom Reading Association Conference in Durham. Visits to schools and classrooms are included in the program. An extra bonus are the three-day weekends, during which optional excursions may be arranged. The inclusive fee covers roundtrip air fare from Kennedy Airport in New York, course credit, ground transportation, food and lodging. Sounds like a tex-deductible change of pace.

Are American professors teachers of researchers? According to a 1975 survey of faculty members conducted by Everett C. Ladd, Jr. and Seymour Martin Lipset , most professors view themselves more as teachers than as researchers. Only four percent indicate that their interests lie heavily in research. Another 21 percent express an interest in both teaching and research but lean toward the latter, while the remaining three-fourths either lean toward or are heavily committed to teaching. For every one professor strongly devoted to research there are nine equally devoted to teaching.

In addition to asking faculty members to state their work preferences Ladd and Lipset collected data on teaching loads and publication output. You may wish to evaluate your workload against those of other professors. Half of all professors spent 10 or more hours per week in the classroom during the Spring Term of 1975. One-third taught 13 hours or more per week, while only one-sixth spent four hours or less in the classroom each week. In the area of research reporting the survey revealed that professors view themselves accurately when they lean away from claiming roles as researchers. Over half of all full-time faculty members have never written or edited any sort of book alone or in collaboration with others. More than one-third have never published an article. Half of the faculty members have not published anything, or had anything accepted for publication in the past two years. More than one-quarter of all full-time academics have never published a single scholarly word. Only 15 percent of American faculty members have published more than two books or monographs. Thirty-three percent of professors have published more than four articles, but only ten percent have published more than 20. Figures for the past two years show that only 24 percent have more than two publications in that time period. Only two percent exceeded ten publications in the two year period. Where do

you fit?

The University of Wisconsin at Milwaukee has introduced a new Bachelor of Science degree in education. The program is individualized to meet the needs and career aspirations of students who wish to pursue careers in educational roles other than public school teaching. Currently enrolled students are studying for jobs in community agencies, youth and adult organizations, hospitals, prisons, labor, business, churches, recreational and environmental programs, and educational media. This approach to meeting enrollment reduction by expansion of training areas might be of interest to graduate programs as well.

Is your school ever faced with the problem of demonstrating program quality? If so, you may be interested in a concept utilized by Syracuse University. In the most recent college of education newsletter, faculty leadership is advanced as one criterion for demonstrating institutional quality. As an indicator of such leadership, a listing of faculty members who have served as presidents of national professional organizations is presented. Among eighteen faculty members in the Syracuse University College of Education who have held national presidential positions, are three reading people: Leonard Braam (CRA), Margaret Early (NCTE), and William Sheldon (IRA).

Time Capsule is always seeking news tidbits to include. If you have copies of newsletters, special program announcements, or other information which you feel is of interest to our readers, please forward them to the editor.

--Bob Palmatier

ABOUT THE AUTHORS

Richard Allington teaches graduate reading courses, including a clinical practicum in diagnosis and remediation, at the State University of New York at Albany. He is a past winner of an IRA Distinguished Dissertation award (Ph.D. Michigan State University, 1973), and is working as co-author on a book on secondary reading.

Lee Mountain teaches graduate reading courses at the University of Houston. She has authored several reading texts and materials, including New Dimensions in Language and the Challenge Readers, published by McCormick - Mathers. She publishes professional articles regularly in the leading reading education journals. Prior to assuming her professorship at the University of Houston, Dr. Mountain taught at Penn State and Rutgers University.

Joan Nelson is an Associate Professor of reading education at the State University of New York at Binghamton and serves on the Editorial Advisory Committee to the Reading Teacher.

next issue ...

Annual Meeting Report

State of the Art Papers from Annual Meeting Prograr

Continuation of Report on Legislation and Certification Changes

regular features . . .

MOVERS

JOB REPORT

TIME CAPSULE

ABOUT THE AUTHORS

Copy Deadline - June 1, 1976

ANNUAL MEETING PROGRAM

Professors of Reading Teacher Educators
Special Interest Group
International Reading Association

Tuesday, May 11, 1976
1:30 - 4:45 p.m.

Royal II, Royal Inn
Anaheim, California

Business Meeting

Chairman: Robert A. Palmatier
University of Georgia

Panel Presentation and Interaction: What We Need from Graduate Training Programs in Reading

Moderator: Richard L. Allington
State University of New York at Albany

University View: P. David Pearson
University of Minnesota

State Department View: George Tregaski
New York State Education Department

Public School View: Beatrice Levin
Philadelphia Public Schools

Student View: Laura Chodos
State University of New York at Albany

Student View: Kemble Oliver
University of Georgia

Student View: Dennis Wright
Arizona State University

Audience Reaction and Summary

EPISTLE
c/o Robert A. Palmatier
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

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Athens, Georgia 30601

EPISTLE INFORMATION FORM: This form and your letters will be the primary source of information for MOVERS and TIME CAPSULE. Please send your comments to:

EPISTLE
c/o Robert A. Palmatier
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

- -

For MOVERS

○ Recent graduate ○ Relocating veteran

NAME: _____

TITLE OR POSITION: _____

INSTITUTION: _____

ADDRESS: _____

* * *

For recent graduates only:

GRADUATED FROM: _____

MAJOR PROFESSOR: _____

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SUGGESTIONS, OBJECTIONS, TIME CAPSULE

If EPISTLE is to serve as a forum for PRTE, as an outlet for discussion of matters of interest for its members, then there must be input from its members which is not limited to our annual meeting. Use this space and whatever additional space you require to make suggestions, to recommend persons for future articles, and to provide information which you feel should interest some or all of the members. That we focus on a theme for each issue should not force us to exclude other matters of concern.

PRTE MEMBERSHIP APPLICATION FORM

Professors of Reading Teacher Educators
Special Interest Group
of the
International Reading Association

MEMBERSHIP is open to IRA members who work, who are qualified to work, or who plan to work in programs designed to prepare persons to work in graduate reading programs. Members attend a pre-convention meeting at each national IRA convention. Dues include a year's subscription to EPISTLE, the quarterly publication of the organization. Dues are six-dollars (6.00). Send application and dues to:

Dr. Warren Wheelock
Secretary/Treasurer, PRTE
University of Missouri - KC
Kansas City, Missouri 64110

PLEASE CHECK ONE:

○ NEW MEMBERSHIP

○ RENEWAL

NAME: _____
(first) (middle) (last)

ADDRESS: _____

_____
(college, university, institution)

_____

(city) (state) (zip)

PHONE: _____
(area code)

MAJOR RESPONSIBILITY

○ Professor, Doctoral Program

○ Professor, Graduate Program

○ Professor, Undergraduate

○ Graduate student

○ Specialist, Public Schools

○ Other: _____

_____

IF YOU ARE NOT A MEMBER, WON'T YOU JOIN?

IF YOU ARE A MEMBER, RECRUIT A COLLEAGUE.

JOB OPENINGS INFORMATION FORM

Each issue of EPISTLE will carry a listing of job openings in reading. The listing will be limited to college teaching positions and to administrative and/or inservice positions in large school districts. With your assistance, this service will be complete and up-to-date. Please complete the form below if you are currently attempting to fill a position or if you anticipate doing so in the near future. Unless we are notified otherwise, a listing will be carried for only one issue of EPISTLE. Thank you for your cooperation.

Mail to:

EPISTLE
c/o Robert A. Palmatier
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

Institution: _____

Position: _____

Rank: _____

Degree required: _____

Experience desired: _____

Brief job description: _____

_____

_____

Starting date: _____

Salary: _____

Other benefits: _____

Contact person: _____

Address: _____

Telephone: _____

Additional Information